

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Thurgood Marshall

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Revision History

Revision Number	Date	Comments
Revision 1	September 17, 2008	
Revision 2	October 31, 2008	Edits by Office of School Improvement
Revision 3	November 24, 2008	Edits by Office of School Improvement
Revision 4	December 2, 2008	C-SIP Peer Reviews
Revision 5	December 12, 2008	Edits by Office of School Improvement
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SECTION 1: OVERVIEW

Special Note about Transformation: If Seattle’s School Board votes to relocate and/or significantly change our school’s program, there will be at least one meeting held by 6/30/09 for school, staff, parents, and community to discuss the transition and provide input on how to make the transition as beneficial as possible for the students and adults involved.

What are our school’s mission, vision, and theory of action?

Please briefly describe your school’s overall mission, vision and theory of action in 1-2 paragraphs.

Vision: A world-class individualized learning center where excellence without excuses is a reality.
 Mission: The mission of the Thurgood Marshall School is to prepare students to be critical thinkers of the 21st century. We are committed to providing a program that develops students’ academic abilities and promotes positive social development in order for students to reach their highest potential.

Motto: Excellence Without Excuses

Purpose: Teaching, Learning and Positive Social Development

What have we learned from our data?

Please briefly describe 3-5 main insights from your data. For each insight, write 3-5 sentences about how your C-SIP addresses this insight.

Insight		How is this insight addressed in our C-SIP?
1	Decrease of reading scores from 2006 to 2008 on the WASL	Class size reduction, individual tutoring, after school tutoring, GLAD, Balance Literacy Approach, Project EXCEL, 3 rd grade WASL Prep
2	Need to increase Level 2 students on WASL to level 3 at standard in math	Project EXCEL, 3 rd grade WASL prep, Balance Math Approach, Class size reduction, Double math support
3	Need to increase percentage of students at standard on the DRA in KG-2 nd grade	Balance Literacy Approach, phonemic awareness, class size reduction, Double literacy support, TEAM READ, GLAD

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Note: 2008-2009 data for student achievement, budget, etc. will be assessed in the Spring of 2009 for goal revisions for the 2009-2010 school year.

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Reading 3-5	<p>Thurgood Marshall is 81.5% free and reduced lunch, 47.9% Non-English Speakers, 55.8% African American, 22.9% Hispanic. Thurgood Marshall is looking toward the future of our students as outlined in the school's mission and vision. Studies have shown that young adults with low education and skill level are more likely to live in poverty, have a lack of opportunities, have higher high school dropout rates and more likely to become involved in crime. Males are 58% of high school dropouts. Blacks and Hispanics have the largest dropout rate. Every 53 minutes in America, a child dies from the impact of poverty. Building strong literacy skills will provide a path out of poverty and reduce high school dropout rates.</p>	<p>In the area of reading students will increase from 41.5 % (3rd grade) 35.0% (4th grade) 54.8% (5th grade) to 80% of students at or above level 3 in the WASL in order to meet AYP target (80%) as measured by the WASL given Spring 2009.</p>
Math	<p>Thurgood Marshall continues to look toward the future as it relates to math. Students that take and pass algebra by freshmen year of high school have a greater percentage of being on track for graduation. Building strong math skills at the elementary level will prepare students for algebra in high school.</p>	<p>In the area of math students in grades 3-5 will increase from 41.5% (3rd grade) 21.1% (4th grade) 40.0% 5th grade to 65% at or above level 3 in the WASL in order to meet AYP target (65%) as measured by the WASL given Spring 2009.</p>

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Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Reading KG-2nd	An emphasis on early foundation for reading will ensure that students are on target and well prepared to enter the intermediate elementary levels therefore leading to a greater percentage of students going to middle school at standard.	In the area of reading 72% of KG-2 nd grade students will read at standard as measured by the DRA given May 2009.
Increasing Family Involvement	Parents and schools ultimately have the same goals for their children: for our students to be successful in academics and social growth. Schools need to work in partnership with parents in order to build a “web of protection” for students in order to pave the way toward higher academic achievement levels and the reinforcement of character, conduct, values and guiding principles. (Mychal Wynn)	Thurgood Marshall will increase the number of parents completing Individual Learning Plans with teachers to 90% by the end of May 2009.

What is the contribution of our school’s plan to the District’s strategic plan?

Please describe how your major areas of focus will explicitly support or contribute to the district’s Strategic Plan.

The District Strategic Plan includes 88% of students at 3rd grade meeting or exceeding standard. We have addressed this goal with our focus on literacy through the development of goals and alignment across K-5 classrooms, strategies to meet the goals, and assessment and monitoring of our progress.

The District Strategic Plan addresses that 80% of 7th grade students meeting standard in math. Addressing math in the elementary level builds the foundation in which to meet this goal.

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What are the school-wide strategies that cut across major focus areas?

Are there any school-wide strategies or themes that would be helpful to understand before discussing each major focus area?

GLAD strategies, Balanced Literacy Approach, 90 minutes literacy block, ongoing assessment to drive instruction, 90 min math block, Data Team Model

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Which of the “Nine Characteristics of Effective Schools” are addressed in this C-SIP, and how?

	Characteristic	Where in C-SIP?	How is it addressed (one or more examples from C-SIP)?
1	Clear and Shared Focus	Section 1: School Overview	<ul style="list-style-type: none"> • School has a mission, vision and theory of action. • School has analyzed relevant data and expressed insights, as well as data-driven goals based on data analysis and insights.
2	High Standards and Expectations	Section 1: School Overview	<ul style="list-style-type: none"> • School’s SMART goals for WASL areas are based on sufficient increase in student achievement to meet/exceed Uniform Bars or at least Safe Harbor. • Student achievement goals are data-driven.
3	Effective School Leadership	Section 2: Major Focus	<ul style="list-style-type: none"> • School identifies lead responsibilities for every major goal area; includes principal, instructional/content coaches, and classroom teachers.
4	Supportive Learning Environments	Section 3: Other Focus	<ul style="list-style-type: none"> • School addresses non-academic student learning goals.
5	High Level of Community and Parent Involvement	Section 2: Major Focus, <i>And</i> Section 5: Partnerships	<ul style="list-style-type: none"> • School includes parent/community representation in the development of the C-SIP. • School identifies community partners that engage with the school in support of student learning. • School includes one or more strategies for family/community engagement for every SMART goal.
6	High Levels of Communication and Collaboration	Section 2: Major Focus	<ul style="list-style-type: none"> • Staff and parents/community collaborate in the C-SIP development and ongoing monitoring/adjusting. • School shares C-SIP goals, strategies, and activities with school community at a parent meeting every Fall.
7	Frequent Monitoring of Teaching/Learning	Section 2: Major Focus	<ul style="list-style-type: none"> • Goals include details of periodic monitoring/assessment of student learning; these data determine needs for adjusting instruction, interventions, and support.
8	Curriculum, Instruction and Assessment Aligned with Standards	Section 2: Major Focus	<ul style="list-style-type: none"> • All academic goals are based on the standards of WASL and/or district-approved classroom-based assessments.
9	Focused Professional Development	Section 2, Major Focus	<ul style="list-style-type: none"> • Every goal area includes the professional development that will occur, in order to ensure effective goal implementation.

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School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> • Thurgood Marshall's Building Leadership Team (BLT) includes the Principal, Counselor, Special Education teacher (multi grade), Bilingual Orientation Center teacher (multi grade), 1st grade teacher, 2nd grade teacher, 5th grade teacher, Family Support Worker (classified) and Parent (PTSA representative). • Thurgood Marshall's BLT leads the ongoing process of comprehensive school review including studying data such as the WASL, DRA, classroom-based assessments, and input from staff in order to plan for professional development to improvement instruction for student success.
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> • C-SIP goals/strategies/activities include input from BLT; One to two parent representative from the PTSA serve on BLT. Input is also provided from community partnerships such as Invent in Youth, Girl Scouts, University of Washington Literacy Project and Seattle University Pipeline. • Thurgood Marshall's C-SIP was presented at Open House on October 2, 2008. Parent input from discussion will be included in our ongoing C-SIP refinement. This event included parents for whom English is not their primary language.
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI. < We also have a School Improvement Facilitator (SIFs) through the state School Improvement Assistance Program (SIAP).>
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

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SECTION 1: OVERVIEW

School Improvement Review, *continued*

Topic	Description
(<i>Title I Schools</i>) How is the school using the 10% set-aside for professional development?	Central Office provides instructional / content coaches in academic areas of need.
How were parents notified of the school's Parent Policy?	In October, copies of both our District Parent Policy (translated in 10 major languages of district families) and School Parent Policy were sent home with all students, via newsletters or separate letters.
What are the district's responsibilities in this process?	<ul style="list-style-type: none"> • Provide ongoing technical assistance and support by developing the C-SIP framework • Assist schools in completing the C-SIP. • Provide instructional / content coaches in any academic subject not making AYP. • Train principals in the development of SMART Goals and how to use data to drive instructional decisions. • Remind schools of OSPI and district deadlines for completion of tasks/submission of documents. • Provide instructional / content coaches to work directly with instructional staff and principals to improve instruction and maximize student learning.

Technology

We have a separate Technology Plan that addresses how we will use technology to enhance instruction and student learning. This plan has been developed and reviewed by our Building Leadership Team (BLT) and our Instructional Director. It is a 3-year plan, 2007-2010, and will be reviewed and updated by the start of the 2010/11 school year.

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Adequate Yearly Progress (AYP) on the Washington Assessment of Student Learning (WASL)

Our school did not make AYP in Spring 2008 in Reading (All, Black, Low Income) and Math (All, Black, Low Income) for two or more years in a row. So, we are identified as a “School in Improvement” in Step 1

Title I status

This school receives Title I funds.

Title I School-Wide Program 10 Components

	Component	How school has addressed each Component
1	What type of needs assessment did we conduct, to determine C-SIP goals?	At Grade-Level Team (GLT) meeting (August 27, 2008) and Building Level Team (BLT) meeting (August 28, 2008) that includes parents/community, we analyzed student achievement data from WASL and classroom-based assessments. Then we developed data-based SMART goals for student growth every major goal area on September 10, 2008.
2	What reform strategies are we using to improve student learning?	<ul style="list-style-type: none"> • We assessed our progress in eliminating the achievement gap/education gap among white students and students of color, to ensure that our goals addressed the needs of underachieving groups on August 27, 2008. • We created a master schedule to maximize available student learning time especially in Literacy and Math on September 2, 2008. • We are studying, and putting into practice, best practices in instructional strategies. That includes increasing students’ active engagement in their learning and differentiating instruction based on students’ readiness, skill levels, and learning goals.
3	Are all our staff considered “highly qualified” by NCLB rules? If not, what’s our plan for ensuring they are all highly qualified in the future?	Teachers: Yes. . This information was made available to all parents in the fall.
		Instructional Assistants (IAs): Yes. This information was made available to all parents in the fall.
		<u>Correction plan.</u> Not applicable.

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	Component	How school has addressed each Component
4	How are we providing staff with professional development that is high-quality and ongoing?	<ul style="list-style-type: none"> • We have several days each school year where staff participate in professional development (PD) based on our schools' PD plans and where our data indicate a need for enhanced instruction. • The district also offers PD activities throughout the year that all staff are welcome to participate in – including math, reading/literacy, and science. • We have access to instructional / content coaches to provide peer-coaching in refining instructional skills and the best use of curricular materials.
5	What do we do to attract and retain high-quality, highly-qualified staff?	We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for PD (please see #4 above). These activities help new staff feel supported and maximizes their skill base in order to best serve students.
6	What do we do to increase parent involvement?	Every major student learning goal (please see Section 2: Major Focus Areas) includes activities and strategies for increasing parent involvement.
7	How do we assist students transitioning into and from our school?	<ul style="list-style-type: none"> • We host an event for pre-schoolers and their families to meet our kindergarten team and tour the school on every Tuesday during the month of January 2009. • Thurgood Marshall has a Transition to Middle School Night. We invite the counselors from the middle schools that our student typically attend to discuss the academic and social development programs of their schools in the spring. • Thurgood Marshall publishes the dates of the Middle School tours and open house in our Newsletter. • Thurgood Marshall has a 5th Grade Family Dinner with students and parents to discuss, <i>How to be Successful in Middle School</i>.
8	How do we involve teachers in decision-making?	Teacher representatives (and parents) participate in our BLT. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and reps report back to their grade level/department teams. They also bring issues to BLT meetings from their teams.
9	How do we assist students in meeting standards?	Our C-SIP targets underachieving students in a number of specific areas of student learning (please see Section 2: Major Focus Areas, and Section 3: Other Areas of Focus).
10	How do we coordinate/integrate programs? (Federal, state, district, school-based)	Please see Component #10 below.

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School improvement process as a result of AYP Status

Here's what we've done to meet the No Child Left Behind (NCLB) requirements of Step 1 schools:

- At the start of the school year, families were notified that we are in Step 1 and they were offered the opportunity to transfer to another school in Seattle Public Schools (SPS) that met AYP, at no cost to the family.
 - This C-SIP is a revised school improvement plan, to include new data-driven goals targeting academics where we did not make AYP. The C-SIP was completed (subject to ongoing revisions based on student data throughout the year) within three months of OSPI's notification of AYP status of August 28.
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SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #1: Reading

Lead Responsibility: Principal, Literacy Coach, Classroom Teachers

S.M.A.R.T. Goal: Kindergarten students will increase from 66% at level 4 in the spring of 2008 to 76% at level 4 in the spring of 2009 as measured by the DRA.
First grade students will increase from 56% at level 16 in the spring of 2008 to 83% at level 16 in the spring of 2009 as measured by the DRA.
Second grade students will increase from 41% at level 24 in the spring of 2008 to 58% at level in the spring of 2009 as measured by the DRA.
(Second graders currently achieving level 4 or below (15 students) will increase to a level 16 as measured by spring 2009 DRA in order to meet end of third grade standard).
Third grade students will increase from 63% at level 34 in the spring of 2008 to 77% at level 34 in the spring of 2009 as measured by the DRA.
(Third graders scoring between a level 6 and 12 (4 students) on the spring 2008 DRA will increase to a level 28 by spring 2009 in order to meet end of fourth grade standard. Third graders scoring below a 4 (3 students) on the spring 2008 DRA Will increase to a level 14 by spring 2009 in order to ensure two years growth and set them on track for standard at the end of fifth grade).
Fourth graders at level 3 or 4 will increase from 42% in spring 2008 to 75% in spring 2009 as measured by the Reading portion of the WASL.
Fifth graders at level 3 or 4 will increase from 39% in spring 2008 to 82% in spring 2009 as measured by the Reading portion of the WASL.

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SECTION 2: MAJOR FOCUS AREAS

Key Strategies to Support S.M.A.R.T Goal

Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>

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Strategy	Target Students	Timing	Lead	Description
Interactive Read Aloud	<ul style="list-style-type: none"> • K: All Students • 1: Students DRA level 4 and above will increase to DRA level 16 (20 targeted students). Students DRA level 2-4 will increase to DRA level 16 (10 targeted students) • 2: Students DRA level 6-16 will increase to DRA level 24 (6 targeted students). Students DRA level 4 or below will increase to DRA level 16 (15 targeted students). • 3: Students DRA level 12 or above will increase to DRA level 34 (4 targeted students). Students DRA level 6-12 will increase to DRA level 28 (4 targeted students). Students DRA level 4 or below will increase to DRA level 14 (3 targeted students) 	Daily 15 minute mini-lessons	Literacy Coach, Classroom Teachers, Librarian	<p>Standards based mini-lessons will be taught in each classroom daily with a focus on:</p> <ul style="list-style-type: none"> • Demonstrating phrased, fluent reading • Capturing thinking process in anchor charts • Providing book-talks as an extension of read-alouds • Allowing students to build background knowledge before, during, and after reading • Allowing students to listen to a variety of genres • Allowing students to develop knowledge of oral and written language • Explicitly teaches grade level GLE's

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Strategy	Target Students	Timing	Lead	Description
	<p>4: Students at WASL level 2 will increase to WASL level 3 (6 targeted students). Students at WASL level 1 will increase to WASL level 3 (3 targeted students).</p> <p>5: Students at WASL level 2 will increase to WASL level 3 (3 targeted students). Students at WASL level 1 will increase to WASL level 3 (4 targeted students).</p>			
Shared Reading	<ul style="list-style-type: none"> • Same as above 	Daily 10-15 minute	Literacy Coach, Classroom Teachers	<p>Shared reading will be implemented daily in each classroom in order to create a supportive learning environment for the range of students.</p> <p>Teacher will:</p> <ul style="list-style-type: none"> • choose culturally relevant text from a variety of genres • develop focused lessons to explore print concepts, reading strategies, phonics, fluency, vocabulary, and comprehension • Students will have access to or copies of the text • Students will work in whole or small group setting

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Strategy	Target Students	Timing	Lead	Description
Independent Reading	<ul style="list-style-type: none"> • Same as above 	Daily 30 minutes	Literacy Coach, Classroom Teachers	<p>Independent Reading will be implemented daily in all classrooms.</p> <p>Students will have access to culturally relevant text at their Independent Reading level (as monitored by DRA or CTC assessments).</p> <p>Students will work to build fluency and vocabulary as teachers confers with students.</p> <p>Students will have a book bag with appropriately leveled books</p> <p>Students will set goals to move IR level forward.</p> <p>Students will respond to text daily through a reading response journal or log (K-1).</p>
Guided Reading	<ul style="list-style-type: none"> • Same as above 	Daily 20-30 minutes	Literacy Coach, Classroom Teachers	<p>Guided Reading will be implemented daily in all classrooms. Based on assessment scores, teacher will group students of similar ability with the same copy of culturally relevant, meaningful text.</p> <p>Students are matched to the text at their instructional reading level, and the teacher explicitly teaches strategies, phonics, vocabulary, and comprehension strategies to move the child to their goal.</p>
Questioning	<ul style="list-style-type: none"> • Same as above 	Daily – embedded in al aspects of Balanced Literacy.	Literacy Coach, Classroom Teachers	<p>Explicit questioning will be embedded in Interactive Read Aloud, Shared and Guided Reading as well as written response logs during Independent reading. Students will be pushed to answer questions at higher levels (analysis, synthesis, evaluation).</p>

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Strategy	Target Students	Timing	Lead	Description
Data Team Model	<ul style="list-style-type: none"> • Same as above 	Teams will meet 1 x per month	Principal, Literacy Coach, Academy Leaders	<p>Provide small grade-level or department teams that examine individual student work generated from common formative assessments.</p> <p>Collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning.</p>
GLAD	All students	Daily- embedded in Balanced Literacy	ELL Teachers, Bilingual Coach	GLAD is an instructional model with clear, practical strategies in the area of language acquisition and literacy. The strategies promote English language acquisition, academic achievement, and cross-cultural skills.
Phonemic Awareness	<ul style="list-style-type: none"> • K-2 students • 4-5 students below WASL level 3 	Daily 10-15 minutes Daily within Guided Reading	Literacy Coach, Classroom Teachers, ELL support	<p>K-3 classroom will implement Word Study curriculum by Fountas and Pinell as determined by a spelling needs assessment from Words Their Way. All students will be taught the Highly recurring phonics chart during whole group and guided practice.</p> <p>4-5 students will focus on phonemic elements during Guided Practice and Independent word work as determined by a spelling needs assessment from Words Their Way.</p>
Team Read Fluency Building	<ul style="list-style-type: none"> • 2-3 grade 	2 x / week after school for 60 minutes	School Team Read Coordinator	High school volunteers will work with students in fluency, accuracy and vocabulary.

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Strategy	Target Students	Timing	Lead	Description
Individual Tutoring	<ul style="list-style-type: none"> • 1: Students with DRA levels 4-6 2: Students with DRA level 6-16 3: Students with DRA level 12-24 4-5: Students below WASL level 3 	During the school day for 20 minutes	Counselor, Principal	Volunteers from various Universities will provide in class or pull out reading support based on student's individual needs as determined by teacher's assessment.
After-School Tutoring	<ul style="list-style-type: none"> • 3: Students with DRA level 24 or below 4-5: Students below WASL level 3 	2 x / week after school	Counselor, Principal	Teachers will provide small group instruction to students to increase, fluency, accuracy, and comprehension strategies.
Invest in Youth Tutoring/Mentoring	<ul style="list-style-type: none"> • 4-5: Students at WASL level 2 	1x / week (Thursdays) 60 minutes	Counselor, Principal	Investment volunteers will provide individual tutoring as determines by teacher's assessment.
Project Excel	<ul style="list-style-type: none"> • 4-5: Students at WASL level 2 	2 x / week for 60 minutes	Principal	Teachers will provide explicit WASL instruction with a focus on comprehension using the Comprehension Toolkit.
WASL Prep (3 rd grade)	<ul style="list-style-type: none"> • All 3rd grade students 	2 x / week for 60 minutes	3 rd grade teachers	Third grade teachers will provide explicit WASL instruction with a focus on comprehension. Teachers will also explicitly teach WASL test language so that students will be prepared to take the WASL for the first time.
Reading Tribes Literacy for Pleasure and Endurance	<ul style="list-style-type: none"> • K-5: All Boys 	1 x / week for 30-45 minutes during the school day	Principal, Family Partnership Coordinator	Volunteers will pull groups of boys to build stamina, create a love of reading, and build comprehension through discussion of relevant books.

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Strategy	Target Students	Timing	Lead	Description
Double Literacy support	<ul style="list-style-type: none"> • 2-3 grade ELL students 	Daily for 30 minutes	Literacy Coach, ELL teachers	ELL teachers will provide a double dosing of reading instruction outside of the students homeroom literacy block in order to provide intensified strategic instruction.
Class size reduction	<ul style="list-style-type: none"> • K and grades 4-5 (All students) 	Daily- within the 90 minute Literacy Block	Literacy Coach, ELL teachers	Both the Kindergarten classroom and the 4-5 teams will divide reading blocks into 3 classrooms using the ELL teacher to teach a 90 minute reading block of both ELL and native speakers in order to reduce class size and provide intensified instruction at each student's developmental level.

Note: Please delete or add rows as necessary.

Progress Monitoring

How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Kindergarten Inventory	All K students Beginning of year	K Teachers, ELL support	Kindergarten readiness, directional language, letter recognition, letter sound correlations. This combined with the Stage A assessment will guide both whole group and guided group phonics and reading lessons based on student's developmental levels.

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Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Stage A	All K Students 3x / year as needed until they are able to take DRA	K Teachers, ELL support	Letter Recognition, Letter sound correlation, concepts of print, retelling. This assessment will let us know if students are ready to begin the DRA assessment and will also guide both whole group and guided group reading lessons based on student's developmental levels.
DRA	All K-2 students 3x / year	Classroom Teachers	<p>The DRA will provide accuracy, fluency, phrasing and basic comprehension scores for students and let teachers know what level they are reading at.</p> <p>This will provide an Independent Reading level for the students as well as allow the teacher to create guided reading groups based on skill needs of his or her students.</p>
Columbia Teachers College Reading Assessment	K-2 students as needed for target students as running record 3-5 3x / year	Classroom Teachers, ELL support	<p>Provides accuracy, fluency, phrasing and deeper comprehension scores for all 3-5 grade students and students below level in K-2 (used as running records).</p> <p>This will provide an Independent Reading level for the students as well as allow the teacher to create guided reading groups based on skill needs of his or her students.</p>
Words their Way spelling assessment	All K-2 students All 4-5 students	Literacy Coach, Classroom teachers	Provides a break down of students understanding of letters, sounds, and word patterns so that word work and phonics can be tailored to the student's needs during both small group and independent work time.

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SECTION 2: MAJOR FOCUS AREAS

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Emergent Literacy Survey (Houghton Mifflin)	2 nd grade students below DRA level 14	Literacy Coach, ELL support	Provides phonemic awareness, familiarity with print and beginning reading and writing for struggling students. This will be used by the Literacy support/ ELL teacher to determine specific needs of the students being provided double literacy support.
Sight Word	All k-2 students	Classroom Teachers	The 1 / 2 Sight Word List will be administered to all K-2 students to ensure they have mastery of the first 120 sight words. Students not at mastery will focus on building mastery during small group and independent work time.
Running Records	K-5 students below grade level as progress monitoring	Classroom Teachers	Every 3 weeks students below level will take a running record so that teachers may monitor progress of accuracy, fluency, phrasing and comprehension. This will also determine if instructional strategies are working and if students are ready to move to a higher level book during both Independent Reading and Guided Reading.
WASL released items	3-5 th grade, 1 x / month	Classroom teachers	WASL release items will inform teachers how to modify instruction based on the needs of their student's in order to ensure success on WASL.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Professional Development

How will teachers learn about the school's goals and key strategies, and how will they contribute?

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Staff Meetings	All staff	Once per month for one hour.	Based on staff need, Literacy Coach will develop PD for the staff in order to ensure all components of Balanced Literacy are implemented with fidelity. Also, will be a time to monitor data and provide a guide for our curriculum and instruction.
Coaching Cycles	All teachers	Varied throughout years based on teams and their student's needs. Will target meeting with teams for a week long cycle during their literacy block every two months.	Teams will meet with literacy coach to determine needs specific to their students and the implementation of balanced literacy. Coach will model teach in rooms, co-plan lessons with teachers, provide feedback, and monitor data to make sure all students are reaching their targeted goals.
GLAD	Teachers who have not taken 2 day or 5 day training	TBD by District PD calendar	Teachers will begin with a 2 day GLAD overview and will then follow up with a 5 day GLAD training off site. Teachers will then have the opportunity for support from district coaches.
District sponsored PD	TBD	TBD based on District PD calendar	Teachers will have opportunity to attend district PD around literacy based on their own and their students' needs.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

How will you involve families & the broader community in achieving your school's SMART goals?

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Literacy Night	<ul style="list-style-type: none"> • All Families • Targeted Students as outlined in plan 1-5 	1 x per year	Literacy Coach, Counselor, Principal	Families will come together to celebrate literacy. Parents will gain an exposure to Balanced Literacy and the role they play in ensuring their child's success as a reader. Parents will participate in literacy related activities.
WASL Night	<ul style="list-style-type: none"> • 3-5 	1 x per year	Principal	Teachers meet with families to discuss what the WASL is how it is scores, language and provide a sample lesson based upon a reading released item.
September Parent Conferences (Individual Learning Plans)	<ul style="list-style-type: none"> • All students K-5 	Month of September	Classroom Teachers	Each teacher will conduct September conferences with each student's family either at school or at the student's home. Teacher will talk about literacy strengths in the students, areas of focus, goals, and answer any questions the parent may have.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

FOCUS AREA #2: Math

Lead Responsibility:

Principal, Math Coach, Math Leaders, Classroom Teacher

S.M.A.R.T. Goal:

The % of 3rd grade students scoring level 3 or above (at standard) will increase from 41.5% to 64% at standard as measured by the WASL given May 2009.

The % of 4th grade students scoring level 3 or above (at standard) will increase from 32% to 64%(8 target level 2 students and 1 target level 1 student) as measured by the WASL given May 2009.

The % of 5th grade scoring level 3 or above (at standard) will increase from 28% to 64% (3 target level 2 students and 7 target level 1 students) as measured by the WASL given May 2009.

Key Strategies to Support S.M.A.R.T Goal

Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Balanced Mathematics Approach	<ul style="list-style-type: none"> All students 	90 minutes daily	Classroom Teachers	Use of block time for direct instruction, modeling, guided practice and independent practice as it relates to mathematics.
Math Discourse	<ul style="list-style-type: none"> All students 	Integrated in math instruction	Classroom Teachers Math Coach	Use of active participation skills by students to discuss mathematical processes.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Strategy	Target Students	Timing	Lead	Description
Data Teams Model	<ul style="list-style-type: none"> • Level 1 and 2 on WASL (Grades 4-5) • Students (grade KG-3rd) scoring below 70% accuracy on Everyday Math Preview assessments 	Data teams meet 1 x per month	Principal Math Coach Academy Leaders	<p>Provide small grade-level or department teams that examine individual student work generated from common formative assessments.</p> <p>Collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning.</p>
Class Size Reduction	<ul style="list-style-type: none"> • 2nd grade students • 5th grade students 	Daily within the 90 minute math block	Principal Academy Leaders Classroom Teachers	The 2 nd grade class and the 5 th grade class team will divide students into two groups for math instruction with Title 1 teacher. The Title 1 teacher will instruct a 2 nd grade and 5 th grade math block.
Double Math Support	<ul style="list-style-type: none"> • Level 1 and 2 WASL (Grades 4-5) 	30min 3 x week	Title 1 teacher	Title 1 teacher will provide a second small group math instruction outside of the students' math block time
Project EXCEL	<ul style="list-style-type: none"> • Level 2 WASL (Grades 4-5) 	2 x Week 60 min	EXCEL teacher Principal	Teachers provide explicit instruction on WASL type problems with a focus on problem solving math skills

Note: Please delete or add rows as necessary.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Progress Monitoring

How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
SPS Computational Fluency Assessments	All students 2x per year	Classroom Teachers, Math Coach, Classroom teachers	Assessments will allow school and teachers to identify where support resources are needed and the initial students who need targeted interventions and double instructional time. End of year will allow us to see growth over time and set new goals for next year.
EDM Pre-test, Mid-Year, Post-test	All students 3x per year (trimester)	Classroom Teachers, Math Coach, Principal	Will allow school to guide instruction in classroom, identify intervention needs, and show growth over time.
Everyday Math End of Unit Assessments	All Students (Per pacing guide)	Classroom teachers	Formative assessment used by grade-bands to determine progress of students and to identify student's who require additional support or intervention. To inform instruction.
WASL Released Items	3-5 th grade students 1x / month	Math Coach, Classroom Teachers	WASL release items will inform teachers how to modify instruction based on the needs of their students in order to ensure success on the WASL.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Professional Development

How will teachers learn about the school's goals and key strategies, and how will they contribute?

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
District EDM Professional Development	All staff (with John Muir)	4 Wednesday sessions throughout the year	Pairing with John Muir, ongoing mathematics professional development focused on deepening instruction in math, assessment, and best practices
Coaching Cycles	Classroom teachers	Varied throughout years based on teams and their student's needs. Will target meeting with teams for a week long cycle during their math block every two months.	Teams will meet with math coach to determine needs specific to their students and the implementation of balanced literacy. Coach will model teach in rooms, co-plan lessons with teachers, provide feedback, and monitor data to make sure all students are reaching their targeted goals.
Staff Meetings	All staff	1 x / month	Based on staff need, Math Coach and Math Leaders will develop PD for the staff in order to ensure all components of EDM are implemented with fidelity. Also, will be a time to monitor data, look at students work, and discuss best practices.

Note: Please delete or add rows as necessary

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 2: MAJOR FOCUS AREAS

Family & Community Engagement

How will you involve families & the broader community in achieving your school's SMART goals?

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Math Night	<ul style="list-style-type: none"> All students 	1 x / year	Math Coach	Families will come together to celebrate their students learning in math. Parents will gain exposure to EDM curriculum, play games with their children, and work to build a math culture in the school.
WASL Night	<ul style="list-style-type: none"> 3-5 grade students 	1 x / year	Math Coach	Teachers meet with families to discuss what the WASL is how it is scores, language and provide a sample lesson based upon a math released item.
September Parent Conferences (Individual Learning Plans)	<ul style="list-style-type: none"> All students K-5 	Month of September	Classroom Teachers	Each teacher will conduct September conferences with each student's family either at school or at the student's home. Teacher will talk about math strengths in the students, areas of focus, goals, and answer any questions the parent may have.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 3: OTHER AREAS OF FOCUS

Other Areas of Focus

In the table below, please list any other areas of focus for your school. These are different from the Major Focus Areas detailed in this plan.

Other Area of Focus	Goal(s)	Key Strategies
<i>Please fill-in the area of focus.</i>	<i>Please describe your school's goals for this area in 3-5 sentences.</i>	<i>Please describe your school's key strategies for this area in 3-5 sentences.</i>
Positive Discipline	Building capacity within the building by training all teachers. Thurgood Marshall will become a Positive Discipline school in 2009-2010.	Foundational training in Positive Discipline for staff, staff meets monthly with counselor to discuss implementation and progress.

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 4: 2008-10 KEY BUDGET INFORMATION

2008-09 Key Budget Information

What is your projected budget for implementing the strategies detailed in this plan? From which fund sources do you plan to allocate these resources? What will the impacts on other programs be, if any?

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Reading	GLAD 6 teachers	\$7,200	N	District	No
Reading	After-School Tutoring	\$3,000	Y	Title 1	No
Reading/Math	3 rd grade WASL prep	\$1,080	Y	Title 1	No
Reading	ELL support services Double Literacy Support	\$26,905	Y	Title 1	No
Math	Double Math Support/ Class size reduction	\$63,474	Y	Title 1	No
Reading/Math	Project EXCEL explicit instruction	\$2,160	Y	District	No
Reading	Class size reduction	19,784	Y	I-728	No

2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

SECTION 5: SCHOOL PARTNERSHIPS

School Partnerships

How is your school partnering with community organizations or other agencies? Does your school receive funds from other sources to partner? Please describe major partnerships that impact your school's academic strategy in the box below.

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
Invest in Youth	Members from the investment community tutor and mentor 4 th and 5 th grade students	1 x week 90 min	Y	Invest in Youth Board	Over 10 years
Girls Scouts of America	Leadership skills for girls	1x week 30-45 min	Y	Girl Scout Local	4 years
Boys Read	Reading for boys to increase love of reading, endurance and comprehension	1x week 30-45 min	N	N/A	1 year
Emerald City Rotary	Provide support for projects for the school including playing for transportation for after school program	1 x week	Y	Emerald City Rotary Board	Over 10 years
University of Washington Community Literacy Project	Provide tutors during the school day	Varies	N	N/A	3 years
Urban League	1000 hours of reading campaign. Provides books for k-2 students	Varies as student complete reading logs	Y	Grant through Urban League	3 years
Seattle Music Partners	Individual instrumental music lessons	1 x week 60 min	Y	Grant through Seattle Music	2 years